



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6935 E. Gold Dust, Scottsdale, AZ 85253

Scottsdale Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Mary Lou Muccino  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1828  
 Web Address : www.susd.org  
 Phone Number : (480) 484-6500  
 Fax Number : (480) 484-6501  
 E-mail : mmuccino@susd.org

### Mission

Chaparral High School challenges students in an interactive environment that values individual differences and provides opportunities for all students to realize their potential and develop into responsible citizens who are lifelong learners.

### School / Academic Goals

- ü Writing skills: students will improve their writing skills across the curriculum as measured by their performance on Arizona's Instrument to Measure Standards (AIMS). Teachers will emphasize the skills necessary to pass the 2005 SAT's.
- ü Math skills: students will improve their math skills across the curriculum focusing on graphing as measured by their performance on Arizona's Instrument to Measure Standards.
- ü Respect: to promote integrity and academic honesty in both the classroom and on the playing field.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1793  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 145

## Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü On-site Special Education
- ü English Language Learners

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 52 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Chaparral provides a stimulating and challenging academic program with highly qualified teachers in a climate that is both safe and conducive to learning. Additionally we communicate regularly with parents and encourage their involvement in school.

### Parents

Parents are urged to provide a supportive home environment conducive to studying and learning, as well as motivate their children to do their best. They should stress the importance of following school and district policies as stated in the UCC.

## Transportation Policy

Transportation is provided for students who live more than 1.5 walking miles from school. Service also is provided for special education students whose IEPs require it.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Flinn Scholar Class of 2002, 2003, 2004	2003
ü 17 In-state Presidential Scholars	2003
ü 24 National Merit Semifinalists	2000
ü 4A Award of Excellence--7 of the Past 9 Years	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	2007	65934	100	99	100	518	512	492	12	20	43	18	18	18	40	35	24	30	27	15
All Students (Prior Year)	392	1791	57534	94	90	91	517	507	491	14	25	46	16	18	16	44	36	23	26	21	15
Female	200	957	32586	100	99	100	518	511	491	10	21	44	18	19	19	42	35	24	30	26	14
Male	231	1050	33226	100	98	99	518	513	493	13	19	42	17	17	18	39	35	24	31	28	16
African American	NC	35	3042	NC	88	98	NC	494	478	NC	38	58	NC	25	19	NC	28	17	NC	9	6
Hispanic	11	202	21740	100	98	100	487	480	475	60	55	63	10	18	17	20	21	15	10	5	5
Asian/Pacific Islander	18	80	1643	100	100	99	547	534	519	17	16	23	0	16	13	28	24	30	56	44	34
American Indian/Alaskan Native	NC	22	4351	NC	100	99	NC	474	472	NC	70	68	NC	10	16	NC	15	13	NC	5	4
White	394	1662	34819	99	98	99	518	516	505	10	15	27	19	18	20	42	38	31	30	29	22
Students with Disabilities	29	159	6507	97	94	100	475	478	456	70	61	83	10	13	9	10	18	6	10	7	2
Students without Disabilities	402	1848	59427	100	99	100	519	513	494	10	18	41	18	18	19	41	36	25	31	28	16
Limited English Proficient Students	10	109	6793	100	100	100	501	469	464	44	69	79	0	20	11	33	7	8	22	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	151	18745				NC	480	475	NC	58	64	NC	21	16	NC	15	15	NC	6	5
Non-Economically Disadvantaged	425	1856	47182				518	514	499	12	17	35	18	18	19	40	37	27	30	29	19

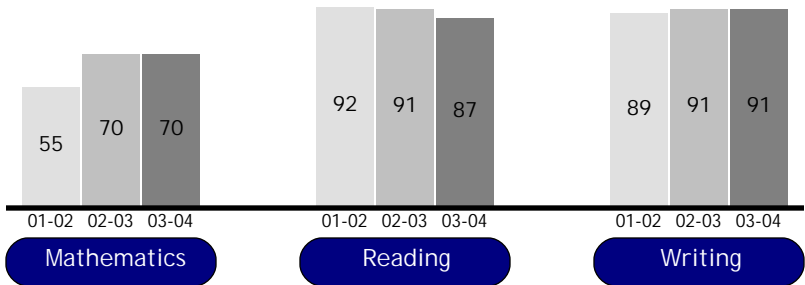
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	430	2049	68162	100	100	100	541	534	509	3	7	18	9	14	24	71	64	51	16	16	8
All Students (Prior Year)	384	1773	56700	92	89	89	542	534	512	2	5	15	8	12	23	69	64	52	22	19	10
Female	201	976	33509	100	100	100	546	538	513	3	6	15	5	11	23	72	66	52	21	18	9
Male	229	1073	34521	100	99	100	537	530	505	4	8	20	14	16	24	70	62	49	12	14	7
African American	NC	34	3163	NC	87	99	NC	519	497	NC	3	22	NC	18	30	NC	67	46	NC	12	3
Hispanic	11	214	22624	100	100	100	487	490	487	45	33	32	36	28	31	9	35	35	9	4	2
Asian/Pacific Islander	18	80	1666	100	100	100	567	542	523	0	10	11	6	10	17	72	60	60	22	20	12
American Indian/Alaskan Native	NC	25	4592	NC	100	100	NC	504	484	NC	22	32	NC	35	37	NC	35	30	NC	9	1
White	393	1687	35727	99	99	100	542	540	526	2	3	7	9	12	17	73	68	64	16	17	12
Students with Disabilities	28	161	6845	93	97	100	492	485	468	25	29	53	42	40	29	29	30	18	4	1	1
Students without Disabilities	402	1888	61317	100	100	100	544	537	512	2	5	15	7	12	23	73	66	53	17	16	8
Limited English Proficient Students	10	113	7152	100	100	100	506	469	464	10	54	57	30	31	31	60	15	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	154	19528				NC	489	487	NC	29	31	NC	30	32	NC	37	34	NC	4	2
Non-Economically Disadvantaged	424	1895	48595				542	537	518	3	5	13	10	12	20	71	66	57	17	16	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	2032	67629	100	99	100	588	566	524	3	9	22	6	11	16	82	73	59	9	7	3
All Students (Prior Year)	402	1887	55090	96	94	87	509	500	479	2	5	16	7	7	13	90	88	70	1	1	0
Female	200	970	33347	100	100	100	607	578	537	2	6	17	3	9	15	83	75	64	13	10	4
Male	227	1062	34151	99	98	99	571	554	512	5	11	27	9	12	18	82	72	54	5	5	2
African American	NC	34	3150	NC	87	99	NC	576	515	NC	9	24	NC	3	19	NC	73	56	NC	15	2
Hispanic	11	209	22313	100	99	100	514	495	493	9	30	34	36	21	19	55	48	46	0	1	1
Asian/Pacific Islander	18	80	1659	100	100	100	618	583	564	0	8	11	6	8	12	78	73	68	17	13	9
American Indian/Alaskan Native	NC	23	4528	NC	100	99	NC	500	492	NC	26	35	NC	30	21	NC	39	42	NC	4	1
White	390	1676	35593	98	99	99	588	575	547	3	6	13	5	9	14	84	77	69	8	8	4
Students with Disabilities	25	152	6712	83	92	100	491	489	445	26	40	61	32	21	18	42	40	21	0	0	0
Students without Disabilities	402	1880	60917	100	100	100	592	570	530	2	7	19	4	10	16	84	75	61	9	8	3
Limited English Proficient Students	10	109	6994	100	96	100	552	452	442	10	52	58	10	20	18	80	28	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	151	19310				NC	490	489	NC	33	35	NC	24	20	NC	43	44	NC	0	1
Non-Economically Disadvantaged	422	1881	48278				588	572	538	3	7	17	6	9	15	82	76	65	9	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	55	54	37	91	63	58	41	92	66	NA	42
	Language	99	62	54	38	96	62	59	42	94	66	59	42
	Mathematics	99	76	71	56	99	81	76	60	94	84	78	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Budget
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü North Central Association Accreditation
- Ü Local Policy Review

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	94.70
Other Professional Staff	7.50	Teacher Aide	22.80

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	6	1	0
4 to 6 years	6	10	0	0
7 to 9 years	3	9	0	0
10 or more years	6	33	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	67
Core academic classes taught by Highly Qualified (NCLB) teachers.	296
Teachers with Emergency Certificaton.	.4

Resources Available at School Site

Special Facilities

- Ü Media/Technology Center
- Ü Life Skills Center for Special Education
- Ü Computer Labs in Science, Math, Business

Extracurricular Activities

- Ü 19 Interscholastic Sports
- Ü Student Government
- Ü Service Learning--Community Service
- Ü Speech and Debate
- Ü 55+ Clubs

Social Services

- Ü Counseling Services
- Ü Adult Education
- Ü Health Services
- Ü Scottsdale Prevention Institute
- Ü School Psychologist

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Ninety-one percent of Chaparral 10th graders have met or exceeded standards in writing (AIMS 2003). Chaparral students score among the highest in the state on the Stanford 9 partly as a result of our goal of Academic Achievement.
- ü Sixty-nine percent of Chaparral 10th graders have met or exceeded standards in math (AIMS 2003). This is a 14 point gain in student achievement as a result of a school-wide focus on math across the curriculum during the 02/03 and 03/04 school years.
- ü Eighty-nine percent of the Chaparral High School 10th graders have met or exceeded state standards in reading (AIMS 2003).
- ü There were 11 National Merit Semifinalists in the Chaparral High School graduating class of 2004.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	97	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	95	98	98	94
Retention Rate <sup>9</sup>	4	1	1	5
Dropout Rate <sup>10</sup>	5	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	93			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Chaparral High School is a closed campus. Security fencing surrounds the facility and security guards are stationed in each of the parking lots. Student driving safety has been emphasized by students, faculty, and administration alike for the past several years. This will continue to be an emphasis on Chaparral's School Improvement Plan for the 2004/05 school year. An emphasis on a respectful environment has enhanced the climate for learning.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Mary Lou Muccino	(480) 484-6500
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Tom Hermann	(480) 484-6158
School Nutrition Programs	Sue Bettenhausen	(480) 484-8686
Parent Organization	Terry Benson	(480) 953-9560
Student Health/Nurse	Teri Davis	(480) 484-6500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.